

- Hunger
- Natural Disasters
- Poverty
- Terrorism
- Trade
- War Crimes
- Women's Issues

#### Days One and Two: Research Modeling

The school librarian begins by modeling the use of *Google News* to find out about major policy issues facing a given country. She also emphasizes the importance of detecting source bias, and engages the class in a discussion of how to determine whose perspective is being conveyed in news media. Students then begin searching for relevant issues and government perspectives; both the school librarian and the AP teacher are available for guidance and assistance

during this time.

#### Days Three and Four: Analysis Modeling

After students have gathered their news media research, the AP teacher explains how students can analyze it in order to draw cogent and thorough conclusions. She will use sample news media results from *Google News* to extemporaneously produce a sample briefing memo in collaboration with the class, allowing them to practice brainstorming and actively practicing inquiry to make sense out of their research. Students then work in their advisory teams to analyze their research and write their memos, with each group of three producing one memo.

#### Evaluation/Assessment:

Students will be assessed on the

basis of their completed policy briefing memos. These should display an understanding of policies vis-à-vis selected issues, an ability to synthesize and summarize information based upon research, and should demonstrate the ability to analyze evidence to produce logical and sound conclusions.

#### Follow-Up:

As a follow-up activity, students can set up Google Alerts and/or an RSS Reader such as iGoogle, in order to stay connected to news media that is relevant to their interests.

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## Reading/Language Arts:

# Library Catalog Use and the Gift of Reading

by Charlene Schwartz

In this lesson, students will demonstrate their ability to use the online library catalog. They will be enticed to find titles in the library collection by the search listed on "gift slips" (e.g., author, subject, title, or lexile). In this way they gain experience searching and locating titles.

#### Information Literacy/ Inquiry Objectives:

Connecting to *AASL Standards for the 21st-Century Learner*:

- Demonstrate mastery of technology tools for accessing information and pursuing inquiry (1.1.8).
- Demonstrate flexibility in the use of

resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn (2.2.1).

- Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess (3.1.4).

#### Curriculum (subject area) Objectives:

The student will use technology skills to access the online library catalog.

The students will use the library catalog and various search methods (title,

subject, author, lexile) to find a variety of reading materials.

#### Grade Levels: 2-4

#### Resources:

Gift worksheets with author, subject, title, or lexile filled in

Pencils

Computers with library catalog available

#### Instructional Roles:

The teacher or school librarian provides materials for the project and manages students and support activities, and provides examples of searches needed to find items and a finished



example of gift slip. The lessons will require multiple lessons if this is the first time students are using the library catalog. The lessons will require one thirty-minute class period if students have previous experience in using the catalog.

### Procedures for Completion:

This lesson focuses on students using the library catalog. Explain the reasoning behind the use of a library catalog: 1) A computer can search through all these books easily compared to the past when we used cards. 2) Computers can

find books through a variety of searches—title, author, subject, and lexile.

Demonstrate how to use the library catalog to look for materials using each search method. Show how to fill out the gift slip for a fiction and a nonfiction book.

Slowly go through each direction giving students time to complete each search method. Students may fill out a sheet for each search method or just one or two, keeping them so they can locate the books later. When finished, students may wish to discuss what issues they have with the library catalog—spelling,

spaces, capitalization, etc.

### Evaluation/Assessment:

Students are assessed based on completed searches using the gift boxes.

### Follow-Up:

Students will use the gift slips to locate the books in the library for checkout.

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Charlene Schwartz was an elementary school librarian teaching in Wisconsin and is now pursuing other interests. Email: ckschwartz9978@yahoo.com

## Reading/Language Arts:

# Ten Terms in Twenty: Library Vocabulary

by Mitzy Cromwell

Often there are library terms that you want to be sure students know. This is a quick, 20-minute lesson that provides a way to engage students in finding areas of the library and then putting the related vocabulary to work in two different exercises. The second stretches their thinking beyond definitions by making them use the terms appropriately in a story or poem.

### Information Literacy/

### Inquiry Objectives:

Connecting to AASL Standards for the 21st-Century Learner:

- Inquire, think critically, and gain knowledge (1.1.2, 1.1.9).
- Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge (2.1.1, 2.1.2).
- Share knowledge... (3.1.1).

### Curriculum (subject area)

### Objectives:

Use of Preparation Assistance Reflection (PAR) Framework for content reading to understand library terms  
Writing for meaning using the terms in context

### Grade Levels: 3-4 (Review with 5-6)

### Resources:

Crossword puzzle using *Discovery Education* (<http://puzzlemaker.discoveryeducation.com/>)  
Index cards  
Bookmarks

### Instructional Roles:

The school librarian and the teacher will construct the lesson together. The school librarian will work with the groups to identify the terms used in the

school library: biography, reference, fiction, nonfiction, circulation desk, online catalog, reference, periodical, atlas, and Dewey Decimal system and complete a crossword puzzle. The teacher will oversee students writing a story or poem using the terms.

### Procedures for Completion: Preparation:

Students are divided into groups of two. Each group is given index cards with the terms printed on them. Each group then places their cards around the library where they think best defines/fits each term. This will be a timed activity. Students (voluntarily) explain why they put their cards at each location and explain what they think the term means. Approximately 10 minutes.

### Assistance:

The library media specialist makes corrections when needed with the



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